FAC-PPM Certification Level: ENTRY LEVEL

Instructions:

The "FAC-P/PM Vendor Submission Template: FAC-P/PM Learning Map," also referred to as FAC-P/PM Learning Map Templates, are organized by certification level and competencies and are found in the worksheets below starting with the **Management Development Process** competency. The FAC-P/PM Learning Map Templates should be used by vendors to compare existing training courses or certification programs to FAC-P/PM or to plan new training and certification programs to align with the FAC-P/PM. It provides

Any vendor that has a current certification program that was developed before the release of the FAC-P/PM program can use the learning map templates to determine how their current program maps with FAC-P/PM and what, if any, additions need to be made to the vendor's program to bring it into alignment with FAC-P/PM. Vendors may also use the FAC-P/PM templates to plan new training and certification programs to align with the FAC-P/PM.

Vendors may not submit the same course for multiple certification levels. For example, once the vendor determines that a training course addresses entry level certification, the vendor may not use the same training course to address mid or senior certification levels. Additionally, there is no set rule as to the number of competencies a course can develop. The comprehensiveness of focus and subject of a course often dictates this number. A competency should be mapped to a course, only if it appears to be the explicit aim of the course to develop the competency. Please refer to the accompanying MS Word document titled, "Vendor Submission Instructions," for further detail on this topic.

Vendors should carefully read and reference the MS Word document "Vendor Submission Instructions," before, during and after filling out the FAC-P/PM Learning Templates. Vendors should also familiarize themselves with the Proficiency Level Definitions (the second worksheet) and review the FAC-P/PM Learning Map Example Template (the third tab from the left).

Below are the steps a vendor should follow when filling out the tabs below which are referred to as the FAC-P/PM Vendor Learning Map Templates:

(1) Select the training course you would like to map to FAI's FAC-P/PM Competencies.

(2) Determine whether the course addresses the entry, mid, or senior certification level (note: you may not submit the same exact course for multiple certification levels).

(3) Next determine to which competencies within the chosen certification level, the course maps. Review each competency needed for a given certification level by clicking through the tabs below. Read through its definition and aligned skills before making that determination. Vendors should note that if their course does not map to the overall competency defined on the top portion of the template then the course can not map to the aligned skills under that competency. Vendors need to make sure that their course first maps to the overall competency before they map the course to the aligned skills.

For example, after reading the competency definition, you determine that your course "Managing Projects 101" maps to FAI's Competency "Requirements/Management Development Process" at the Entry Level, you may proceed to fill out that particular FAC-P/PM Learning Map Template under the tab titled, "Entry - Management Development Process." Note the tab competency titles may be abbreviated.

(4) Once you are under the correct tab, FAC-P/PM Learning Map (check for correct level and competency you wish to map to), fill out the "Course Title" Cell

(5) Complete the "Length of Training" Cell. Please fill this out by number of hours. For example, if it is a full day write "8 hours". If it is two full days of training, write "16 hours".

(6) Complete the "Course Format" Cell. Indicate whether this course is instructor led classroom training or an online course.

(7) Complete the "Course Learning Objectives" cells. Please provide only the objectives that map to the aligned skill you are referring to . Fill out all applicable aligned skills you believe your course aligns to with the appropriate course objectives mapped. If any of your courses do not completely map to the FAC-P/PM competency (this means that you cannot complete the "Course Learning Objectives" Column for *all* aligned skills), it is best to revise your course to map appropriately.

(8) Fill out the "Supporting Learning Activities" column. Supporting Learning Activities may include tests, quizzes, worksheets, role playing, and student individual or team assignments (please be as specific as possible).

(9) Complete the "Vendor Course Level" under the "Proficiency" column. Here you must determine, based on FAI's definitions, (see the proficiency level definitions tab) to what proficiency level you believe your course teaches. Please note, even though you rate the course yourself, the FAI Certification Team may also provide a proficiency rating which may differ. For example, you could rate your course at a 4, but the Certification Team could rate it a 2 based on the expectations FAI has for a course.   Under the required proficiency level for this competency, aligned skills and certification level, FAI has indicated the expected proficiency level. These proficiencies are based on validated subject matter experts' information.

You may submit up to 2 courses per competency. If you have two courses to submit for a competency, please fill out separate worksheet tabs for each course (there are two tabs per competency generated for you). You only need to use both tabs per competency if you have 2 courses to submit. If you only have one, please leave the second tab for the competency blank. FAI will not recognize cases where more than two courses are submitted to fulfill a competency requirement.

10) In addition to completing the appropriate FAC-P/PM Learning Map Template, please prepare a one page letter to FAI. The letter should summarize the training course(s) or certification program for which you have completed FAC-P/PM Learning Map Templates, specifying the course level (entry, mid, senior) and are asking FAI to review for alignment with FAC-P/PM. Also create course descriptions for each training course submitted for review. Each course description should not exceed 250 words.

11) Once you have mapped your courses to the competencies, and created course descriptions (under 250 words), please electronically submit the letter, the completed MS Excel "Vendor Submission Templates: FAC-PPM Learning Map," and course descriptions to Linda.Ott@fai.gov with a carbon copy to Andrea.Nagy@Bearingpoint.com.

FAI will review and evaluate each course submitted to determine whether it maps to FAC-P/PM competencies. FAI will notify and provide feedback to vendors who have submitted their course for review within 2-4 weeks alerting vendors to course compliance as well as, giving an overview of the high-level gaps. Those courses that FAI has identified as mapping to FAC-P/PM competencies, may be posted (with the vendor's permission) to the "Vendor Consortium: Available FAC-P/PM Training from Vendors" area of the FAI website (http://www.fai.gov/certification/VendorConsortium.asp). This public site is intended for those seeking training courses to fulfill their required training hours to be FAC-P/PM certified at the qualified level.

Proficiency Level Definitions:
0 - Has no experience, does not apply.
1 - Remedial: Individual is incapable of performing tasks associated with competency regardless of supervision or guidance provided.
2- Basic: Individual is capable of performing tasks applying this competency with guidance and supervision.
3- Applied: Individual is considered as someone who has the capability to fully perform work that requires application of this competency.
4- Accomplished: Individual is seen as someone who can immediately contribute to the success of work requiring this competency.
5- Expert: Others view this individual as a role model and capable of leading or teaching others in this area.

FAC-PPM Certification Level: ENTRY LEVEL EXAMPLE			
Course Title: Managing Projects 101		Course Format: Online	Length of Training (in hours): 8 hours

Overarching Competency: Requirements/Management Development Process

Knowledge of government-wide and agency-specific investment management requirements, acquisition policies, and program management strategies that support assigned missions and functions through understanding how to manage risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs and projects that deliver quality, affordable, supportable, and effective systems/products.

Aligned Skills & Definitions	Course Learning Objectives	Supporting Learning Activities	Proficiency	
			Required Level	Vendor Course Level
Concept Selection Process: Ability to define the process and participate in, under instruction, an analysis of the alternative, and application of OMB A-94 to reduce the number of and refine the concept(s) to better meet the mission capability gap. Knowledge of the Agency process for selection of material/non-material course of action relative to satisfying the capability gap. Ability to establish performance measures and associated metrics to evaluate a possible solution. Ability to define a process that the Agency will use to select a preferred system concept (if the preferred concepts includes a material solution) that may be continued into Technology Development. Knowledge of the key features of a Technology Development Strategy that flows from the completed analysis of alternatives, studies to date, draft plans and selected material concepts.	Managing Projects 101 Course Objectives: 1) ability to apply OMB A-94 to a given situation; 2) Knowledge of Agency Process for selection 3) Activity to teach performance measures & establish solutions 4) Knowledge of Process Learning & Development 5) Technology Development Strategy Group Activity to teach the process of strategy analysis, creating alternatives, performing research, and developing plans. A knowledge test is given at the end of each course to evaluate what each member has learned.	Quizzes, Lecture, PowerPoint Outlines, Group Activities, Role Play, Pre & Post Tests	2	2

**Please note that this tab is an example and does not include all the aligned skills for the Requirements/Management Development Process Competency. This is meant to show you how to fill out the form appropriately. Any RED font you see is meant for the vendor to fill out. Anything in blue or black is information pre-populated for the vendor.

FAC-PPM Certification Level: ENTRY LEVEL

Course Title:	Course Format:	Length of Training:

Overarching Competency: Requirements/Management Development Process (Proficiency Rating: 2)

Knowledge of government-wide and agency-specific investment management requirements, acquisition policies, and program management strategies that support assigned missions and functions through understanding how to manage risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs and projects that deliver quality, affordable, supportable, and effective systems/products.

Aligned Skills & Definitions	Course Learning Objectives	Supporting Learning Activities	Proficiency	
			Required Level	Vendor Course Level
Requirements Development Process: Knowledge of the Agency process that is the precursor to the acquisition process and is aimed at identifying, assessing and prioritizing needed mission oriented capability gaps, and is performed in coordination with potential users. Ability to participate in, under supervision, a study of different non-system specific, or activity specific, material and non-material approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.			2	
Concept Selection Process: Ability to define the process and participate in, under instruction, an analysis of the alternative, and application of OMB A-94 to reduce the number of and refine the concept(s) to better meet the mission capability gap. Knowledge of the Agency process for selection of material/non-material course of action relative to satisfying the capability gap. Ability to establish performance measures and associated metrics to evaluate a possible solution. Ability to define a process that the Agency will use to select a preferred system concept (if the preferred concepts includes a material solution) that may be continued into Technology Development. Knowledge of the key features of a Technology Development Strategy that flows from the completed analysis of alternatives, studies to date, draft plans and selected material concepts.			2	
Technology Development Process: Ability to expand, if applicable, together with the user, "customer needs" into system requirements: Performance parameters, objectives and thresholds (the difference being Trade Space), Affordability constraints, Scheduling constraints, Technical constraints, Environmental issues, Joint, combined, and inter-agency interoperability Knowledge of a limited number of key performance parameters that are critical to the development of an effective capability. Knowledge of a process to derive, if applicable, an acquisition project baseline from the user's performance and schedule requirements, and best estimates of total project cost consistent with projected funding. Ability to plan technology developments and demonstrations (in coordination with systems engineering and test and evaluation personnel/organizations) needed for the capability under consideration. Knowledge of the Agency policy on interoperability. Knowledge of the issues in performing requirements trade-offs. Knowledge of the role of an Acquisition Strategy. Knowledge of the benefits of project coordination with users, milestone decision authority,			2	
Core Management Skills & Processes: Knowledge of the process for the development of the project and defining project scope, environmental, safety, and occupational health (ESOH), and security measures. Ability to participate, under instruction, in the preparation of a plan for Total Life Cycle System Management (Integrated Master Plan) that addresses phased inputs, outputs, deliverables for each phase, and internal and external project technical reviews, Congressional processes, audits, and how various project functions will be performed and managed. Ability to participate, under instruction, in the preparation of an integrated master schedule, employing schedule network tools and techniques, work loading methods, and using Agency project management software to produce a schedule in one or more desired formats. Inputs to this process may include: Activity duration estimating; Work Breakdown Schedule; Project baseline; Resource calendars; Resource requirements; Activities parameters; Project integrated master plan; Ability to prepare, under instruction, a project and contract WBS structuring/ tailoring each WBS to the project and applying elements of scheduling, risk management, cost estimating, contracting, earned value management			2	

Total Ownership Cost (OMB A-94): Recognize the role and nature of an estimate of Total Ownership Cost (TOC) prepared in Vendor format, and the need to revisit and ensure it is consistent with prior OMB A-94 and PART analysis as appropriate, considering full project scope in applying cost estimating techniques/tools to cases involving management decisions, e.g., contractor versus government logistics support: Recognize estimating techniques/tools for developing rough cost estimating (Engineering Estimating, Parametric, etc.) Recognize cost estimating techniques/tools to estimate: 1) ECP and modification costs; 2) project cost; and 3) Life Cycle Cost/TOC for the project. Recognize an associated risk level for all cost estimating. Recognize impact of various reduced funding profiles. Recognize costs within each applicable appropriation. Recognize the need for assumptions, and why they should be valid. Recognize cost policies and practices. Participate, under instruction, in the preparation of a business case analysis applying cost benefit trade-offs to the project. Recognize the need for appropriate indices for then year and constant year estimating. Knowledge of the reasons for application of Department/Agency financial policies and directives that are applicable to the project, such as developing out-year financial plans.			2	
Risk & Opportunity Management: Knowledge of the risk/opportunity management process which includes planning, assessment (identification and analysis), handling and monitoring, all to be integrated and continuously applied throughout the project. Knowledge of the value of decision analysis in the selection of risk handling options/ opportunities and the need to fold those options into a detailed Integrated Master Plan and Integrated Master Schedule (IMP/IMS). Recognize the need to identify and prioritize risk events to be handled. Recognize the need for mitigation strategies based on risk assessments. Recognize the need to evaluate mitigation strategy performance. Has knowledge of application of critical chain management tools and techniques to balance risks with available resources. Knowledge of the value of an organizational structure/method to track and manage risk/opportunities. Knowledge of a process to use the project WBS to develop a risk management organization for the project including contractor representatives. Knowledge of how a risk/opportunity management project is to be used with the management of the project.			2	
Market Research (including socio-economic considerations): Ability to perform, under instruction, using FAR Part 10 and 12 (if applicable), a business strategy for market research, the application of dual-use technologies to market research, and use of commercial items within market research (using socioeconomic considerations throughout)			1	
Communications Management: Ability to share and communicate lessons learned. Ability to use correct and effective oral and written skills. Knowledge of the importance of the dissemination of information both internally and externally. Ability to demonstrate effective briefing skills.			3	
Working Groups and Teams: Knowledge of the functions of membership in a working group or project oriented team, including Integrated Product and Process Teams. Demonstrate knowledge of team development functions and the need to be: Open in discussions, Qualified to participate and an empowered team member, Consistent, success-oriented, proactive in participation, Continuous communications (including "up-the-line" communications), Reasoned in disagreement, Active in offering issues and committed to their early resolution.			3	

FAC-PPM Certification Level: ENTRY LEVEL				
Course Title:		**Course Format:**		**Length of Training:**
Overarching Competency: Systems Engineering (Proficiency Rating: 2)				
The recognition of scientific, management, engineering and technical skills used in the performance of system planning, research and development, with an emphasis on performing and managing a technical process.				
			Proficiency	
Aligned Skills & Definitions	**Course Learning Objectives**	**Supporting Learning Activities**	**Required Level**	**Vendor Course Level**
Technical Management Process: Knowledge of the nature of the decision analysis methods that will provide the basis for evaluating and selecting alternatives for decision making. Decision Analysis involves selecting the criteria for the decision and the methods to be used in conducting the analysis. Ability to develop a plan for Technical Assessment that measures technical progress and the effectiveness of plans and requirements. Activities within Technical Assessment include those associated with Technical Performance Measurement and the conduct of technical reviews. Knowledge of systems life cycle management concepts used to plan, develop, implement, operate and maintain information systems. Ability to participate in, under instruction, the execution of a Risk/Opportunity Management plan and methods applicable to a systems engineering context that examines the risks of deviating from the project plan. It will examine all aspects of the project and their relationships. The plan and methods should integrate design (performance) requirements with other life cycle issues such as manufacturing, operations, environment, safety, and occupational health considerations, and support			2	
Technical Process: Knowledge of the nature of the requirements development process for working with the user to establish and refine operational needs, attributes, performance parameters, trade-offs and constraints that flow from the needed capabilities, and then ensure that all relevant requirements are addressed. Ability to develop a process to monitor/ coordinate/participate in the validation procedures that answers the question of "Did you build the right thing?" Ability to establish a process of obtaining sets of logical solutions to improve knowledge of the defined requirements and the relationships among the requirements. Ability to define a process for monitoring and selecting Design Solution that translates the outputs of the Requirements Development and Logical Analysis processes into alternative design solutions and selects a final design solution. Knowledge of the value of a process for monitoring the integration procedures for incorporating the lower level system elements into a higher level system element in the physical and logical architecture. The plan or strategy for the integration process, including the assembly sequence, may impose constraints on the design solution. Knowledge of processes for monitoring the integration procedures for incorporating the lower level system elements into a higher level system element in the physical and logical architecture. The plan or strategy for the Integration process, including the assembly sequence, may impose constraints on the design solution.			2	

FAC-PPM Certification Level: ENTRY LEVEL				
Course Title:		**Course Format:**		**Length of Training:**
Overarching Competency: Test & Evaluation (T&E) (Proficiency Rating: 2)				
Knowledge of efficient and cost effective methods for planning, monitoring, conducting and evaluating tests of prototype, new or modified systems equipment or material, including the need to develop a thorough T&E strategy to validate system performance through measurable methods that relate directly to requirements and to develop metrics that demonstrate system success or failure.				
			Proficiency	
Aligned Skills & Definitions	**Course Learning Objectives**	**Supporting Learning Activities**	**Required Level**	**Vendor Course Level**
Integration of T&E: Ability to determine the need for a comprehensive T&E project including Modeling and Simulation.			2	
Test and Evaluation Strategy (TES): Knowledge of the value of a comprehensive Test & Evaluation Strategy (TES) and how this document can evolve into the Test & Evaluation Master Plan (TEMP).			2	
Realistic or Operational Test and Evaluation (OT&E): Knowledge of the Agency OT&E process.			2	

FAC-PPM Certification Level: ENTRY LEVEL			
Course Title:		**Course Format:**	**Length of Training:**
Overarching Competency: Life Cycle Logistics (LCL) (Proficiency Rating: 2)			
Knowledge of performance-based logistic efforts that optimize total system life cycle availability, supportability and reliability/maintainability while minimizing cost, the logistic footprint and interoperability.			

Aligned Skills & Definitions	Course Learning Objectives	Supporting Learning Activities	Proficiency	
			Required Level	Vendor Course Level
Life-cycle Logistic (LCL) Management, Product Support, and Interoperability: Ability to implement alternative logistics support practices, including supply chain functions, best public sector and commercial practices, and technology solutions. Ability to determine the need for a modular open systems approach (MOSA) where interoperability is a key LCL facilitator.			2	

FAC-PPM Certification Level: ENTRY LEVEL

Course Title:	Course Format:	Length of Training:

Overarching Competency: Contracting (Proficiency Rating: 2)

Knowledge of the supervision, leadership and management processes/procedures involving the acquisition of supplies and services, construction, research and development; acquisition planning to include performance-based considerations; cost and price analysis; solicitation and selection of sources; preparation, negotiation and award of contracts; all phases of contract administration; termination options and processes for closeout of contracts; and legislation, policies, regulations and methods used in contracting, and business and industry practices.

Aligned Skills & Definitions	Course Learning Objectives	Supporting Learning Activities	Proficiency	
			Required Level	**Vendor Course Level**
Contract Approach: Knowledge of a process by which the efforts of the PM and PCO, and all other personnel responsible for an acquisition, are integrated through a comprehensive plan for fulfilling the Agency need in a timely manner and at a reasonable cost.			2	
Prepare Requirements & Support Documentation: Ability to participate in pre-award actions required by FAR Subpart 7.1 Acquisition Planning, and the remainder of FAR Parts 1-12 etc., considering key and complex contract terms and conditions for the solicitation.			1	
Prepare & Issue Solicitation: Knowledge of the process for formulating pre-award policies, FAR (if applicable) Parts 5 Publicizing Contract Actions, 13 Simplified Acquisition Procedures and 14, Sealed Bidding, etc. Ability to develop a comprehensive project specification and statement of work that fully and correctly defines the project, addressing roles and missions of the government and contractor.			1	
Perform Source Selection: Knowledge of the process for formulating a source selection plan that allows for best value selection from a competitive solicitation. Knowledge of the process for structuring a formal source selection process that is commensurate to the level of procurement action to include the Source Selection Evaluation Board, Source Selection Advisory Counsel/Committee, and Source Selection Authority.			2	
Administer Contract: Knowledge of how to support contract administrative actions.			2	
Performance-based Service Agreements: Knowledge of how to negotiate for the required level of support at a cost consistent with available support funding. Ability to establish a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers.			1	

FAC-PPM Certification Level: ENTRY LEVEL

Course Title:		Course Format:		Length of Training:	

Overarching Competency: Business, Cost Estimating & Financial Management (Proficiency Rating: 2)

Knowledge of the forms of cost estimating, cost analysis, reconciliation of cost estimating, financial planning, formulating financial projects and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.

Aligned Skills & Definitions	Course Learning Objectives	Supporting Learning Activities	Proficiency	
			Required Level	Vendor Course Level
Business Financial Planning & Management: Ability to oversee application of Total Life Cycle Systems Management (TLCSM), or a similar concept, which requires the PM to base major decisions on system-wide analyses and the life cycle consequences of those decisions, and on system performance and affordability.			2	
Cost Estimating: Knowledge of cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, and management applications.			2	
Earned Value Management (EVM): Knowledge of earned value management (EVM) policies, methodologies, and software for performance measurement of projects. Knowledge of the Integrated Baseline Review (IBR) process. Knowledge of techniques used to determine effective project strategies when EVM indicators are yellow and/or red or cross a threshold.			2	
Dept/Agency Programming, Planning and Budgeting Type System (OMB A-11): Knowledge of how to allocate funds within appropriation categories and how to use the funds from each appropriation. Knowledge of the Department/Agency's policy/instructions for financial planning, programming, budget development, and budget execution, OMB A-11 application, including the documentation processes, which are employed in the development and decision making of a Department/Agency's total federal fiscal activity for a given fiscal period.			1	

FAC-PPM Certification Level: ENTRY LEVEL

Course Title:	Course Format:	Length of Training:

Overarching Competency: Leadership/Professional (Proficiency Rating: 3)
Ability to lead/manage a project team to satisfactory achievement of project goals.

Aligned Skills & Definitions	Course Learning Objectives	Supporting Learning Activities	Proficiency	
			Required Level	Vendor Course Level
Problem Solving: Identifies problems; determines accuracy and relevance of information; and uses sound judgment to generate and evaluate alternatives, and make recommendations.			3	
Conflict Management: Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.			1	
Interpersonal Skills: Shows understanding, courtesy, tact and empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; and is sensitive to individual differences.			3	
Resilience: Displays fortitude when making unpopular decisions.			3	
Flexibility: Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; and effectively deals with ambiguity.			3	
Accountability: Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.			3	
Written Communication: Recognizes and uses correct English grammar, punctuation and spelling; communicates information in a succinct and organized manner; and produces written information that is appropriate for the intended audience.			3	
Customer Service: Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; and knows products and services.			2	
Oral Communication: Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing presentations, listens to others; and attends to nonverbal cues.			3	